DOCUMENT RESUME

ED 472 499 HE 035 609

AUTHOR	Adams, Kathrynn A.
TITLE	What Colleges and Universities Want in New Faculty. Preparing Future Faculty Occasional Paper Series.
INSTITUTION	Association of American Colleges and Universities, Washington, DC.; Council of Graduate Schools, Washington, DC.
SPONS AGENCY	Pew Charitable Trusts, Philadelphia, PA.
ISBN	ISBN-0-911696-88-1
PUB DATE	2002-00-00
NOTE	25p.
AVAILABLE FROM	Association of American Colleges & Universities, 1818 R Street, NW, Washington, DC 20009. Tel: 202-387-3760.
PUB TYPE	Information Analyses (070)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Planning; *Graduate School Faculty; *Higher Education; *Labor Market

ABSTRACT

This essay provides information to graduate faculty members and others responsible for doctoral education about the new realities affecting the academic job market and the working conditions of faculty members. The information is drawn from both research studies and the academic practices of diverse institutions. The paper reviews the research on the preparation needed for graduate students who plan a career in academia for their responsibilities as faculty. The review of the literature and academic practices regarding graduate students and new faculty suggests five areas that need attention: (1) teaching; (2) research; (3) academic life; (4) job search; and (5) academic options. The findings in these areas reinforce the lessons learned by most participants in the Preparing Future Faculty (PFF) programs that institutions expect the faculty they hire to be effective teachers, competent researchers, and active participants in academic life and that graduate schools should prepare their students to conduct a sophisticated job search and to know the many options they have for an academic career. (Contains 24 references.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Association of American Colleges & Universities

ED 472 499

What Colleges and Universities Want in New Faculty

L Smith

by Kathrynn A. Adams

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Preparing Future Faculty

BEST COPY AVAILABLE

HE 035 609

The Preparing Future Faculty program is sponsored by the Association of American Colleges and Universities and the Council of Graduate Schools. The program is made possible with funding from the participating institutions and by grants from The Pew Charitable Trusts, the National Science Foundation, and The Atlantic Philanthropies.

This publication is made possible with funding from The Pew Charitable Trusts.

Copyright © 2002
Association of American Colleges & Universities
1818 R Street, NW
Washington, DC 20009
202/387-3760

ISBN No. 0-911696-88-1

What Colleges and Universities Want in New Faculty

by Kathrynn A. Adams

Association of American Colleges and Universities

Council of Graduate Schools

PFF Occasional Paper Series

Anderson, H. J., G. Gaff, and A.S. Pruitt-Logan. n.d. *Frequently asked questions about Preparing Future Faculty.* Number 1. Washington, D.C.: Association of American Colleges and Universities.

DeNeef, A. L. 1996. *Lessons of PFF concerning the job market.* Number 2. Washington, D.C.: Association of American Colleges and Universities.

Pruitt, A.S.. n.d. *The Preparing Future Faculty program and teaching assistant training: Building bridges.* Number 3. Washington, D.C.: Association of American Colleges and Universities.

Tice, S. L. 1997. *The relationships between faculty preparation programs and teaching assistant development programs.* Number 4. Washington, D.C.: Association of American Colleges and Universities.

Bogle, E., J. A. Blondin, J. L. Miller, and the PFF Staff. 1997. *Memo to graduate students: Preparing to be the faculty of the future.* Number 5. Washington, D.C.: Association of American Colleges and Universities.

Pruitt-Logan, A. S., J. G. Gaff, and R. A. Weibl. 1998. *The impact: Assessing the experiences of PFF program participants, 1994-1996.* Number 6. Washington, D.C.: Association of American Colleges and Universities.

Adams, K. 2002. *What colleges and universities want in new faculty.* Number 7. Washington, D.C.:Association of American Colleges and Universities.

DeNeef, A.L. 2002. *The Preparing Future Faculty Program: What difference does it make?* Number 8. Washington, D.C.: Association of American Colleges and Universities.

Applegate, J. L. 2002. *Engaged graduate education: Seeing with new eyes.* Number 9. Washington, D.C.: Association of American College and Universities.

About This Publication

To supplement the rich personal and programmatic experience that is found in Preparing Future Faculty programs and to highlight what colleges and universities look for in new faculty, Kathrynn Adams, professor of psychology and interim dean at Guilford College, elected to conduct a review of the research literature. Her findings reinforce the lessons learned by most PFF participants: that institutions expect the faculty they hire to be effective teachers, competent researchers, and active participants in academic life and that graduate schools should prepare their students to conduct a sophisticated job search and to know the many options they have for an academic career.

The Preparing Future Faculty (PFF) program was launched in 1993 by the Association of American Colleges and Universities (AAC&U) and the Council of Graduate Schools (CGS) to develop new models of doctoral preparation for a faculty career by including preparation for teaching and academic citizenship as well as for research. Through a series of four national competitions, grants have been awarded to forty-three doctoral-producing universities and their departments to develop and implement such model programs that bring expectations of undergraduate professors into the graduate preparation of future academics. One stipulation of grants has been that the universities cannot do this work by themselves; they must form a cluster of diverse institutions so that the graduate students can have direct, personal experience with faculty life as it is lived in institutions with different missions, student bodies, and expectations for faculty. Often the students work with an assigned teaching mentor at another institution.

As one might expect, these arrangements generated new kinds of conversations among graduate faculty, partner faculty, and graduate students. When these groups discuss what is needed in new faculty, the answer is always that they need more than specialized knowledge in their academic disciplines. Knowledge of one's field is necessary but not sufficient. One outcome of these conversations is a much greater appreciation among all participants of the range of colleges and universities and the different expectations they have of their faculty. This kind of awareness allows graduate students to find an appropriate "fit" between their interests and the needs of an institution and expands the range of their options for an academic career. It also allows faculty members who are rooted in a single institution to develop a much more nuanced understanding of how their discipline is practiced in different institutional contexts.

The most general outcome of this arrangement is to align undergraduate education more closely with graduate preparation. Graduate faculty involved in PFF have come to know more about the career destinations of their graduate students and to shape programs, such as PFF, so that their students are more likely to get the jobs they want and to succeed in them.

We publish this essay so that more faculty members, particularly graduate faculty, can understand what is involved in faculty work in different kinds of institutions, especially those other than research universities, where the vast majority of faculty jobs are located.

Jerry G. Gaff
Co-Director, Preparing Future Faculty
Association of American Colleges
and Universities

Anne S. Pruitt-Logan
Co-Director, Preparing Future Faculty
Council of Graduate Schools

What Colleges and Universities Want in New Faculty

- *How well do current graduate programs prepare their students for academic careers?*
- *Which aspects of the transition from graduate student to faculty member are most difficult for newly hired faculty?*
- *What changes are needed in graduate programs to address the areas new faculty cite as problematic?*

Academia is a major employer of new doctorate recipients (Henderson, Clarke, and Reynolds 1996; Henderson, Clarke, and Woods 1998; Sanderson and Dugoni 1999). While the world of academe has changed dramatically over the last two decades, most graduate programs that prepare new faculty for their first academic positions have not. As the number of people earning doctorates has increased, competition for assistant professor positions is keen, and the number of available positions has not kept pace. Those who mentor and educate most graduate students work in the environment of large research universities that are radically different from the environments where most jobs are available, namely, small public and private colleges, public comprehensive universities, and community colleges. In this context, new faculty are well aware of the shortcomings in their training.

Research has clearly documented the impact of the mismatch between graduate training and the multiple academic responsibilities facing new faculty (Austin 2002, Boice1992, Olsen 1993, Olsen and Crawford 1998, Rice1996, Sorcinelli 1992, Tierney 1997, Tierney and Bensimon 1996, Whitt 1991). On the other hand, graduate faculty have been slow to recognize the discrepancy between the academic environment in which they have succeeded and the environments to be faced by the graduate students they have carefully mentored. At the least, they have not modified their programs to address the responsibilities of the next generation of assistant professors.

Faculty are expected to utilize creative techniques that effectively engage students and support learning.

This essay provides information to graduate faculty members and others responsible for doctoral education about the new realities affecting the academic job market

BEST COPY AVAILABLE

and the working conditions of faculty members.[1] The information is drawn from both research studies and the academic practices of diverse institutions. Our hope is that once graduate faculty members understand the new conditions facing professors, they will use it to adapt their doctoral programs so that they better serve those graduate students aspiring to an academic career.

This paper reviews the research on the preparation needed for graduate students who plan a career in academia for their responsibilities as faculty. The research provides the theoretical and empirical bases for practices that achieve the kind of preparation needed in the current educational context. While practices developed in the Preparing Future Faculty programs (PFF) are not specifically referred to in this review, many of the strategies proposed here have been enacted—mostly successfully—at the universities where PFF programs have been in place. A companion piece to this review is Leigh DeNeef's *Preparing Future Faculty Program: What Difference Does It Make?* (AAC&U 2002), which surveys the alumni of PFF programs as to their effectiveness.

This document is a call for graduate faculty and administrators to revise their doctoral programs to a) enable their students to make an informed decision about

How Do Preparing Future Faculty Programs Prepare Students for Faculty Roles?

Although universities are encouraged to design their own PFF programs based on their strengths and the interests of the faculty and students, several common activities help their graduate students to prepare for academic positions in different kinds of institutions.

All PFF programs include preparation for teaching, research, and service, the three aspects of a faculty member's role in most colleges and universities. They do this through courses with such titles as "College Teaching and The Academic Professional," as well as through workshops and informal brown bag discussions.

PFF programs give graduate students direct personal experience at different types of institutions. For instance, a student may visit a liberal arts college, comprehensive university, or a community college and learn about their different missions, student bodies, and expectations for faculty.

Many PFF students are assigned a faculty mentor at a different type of institution to plan and teach a unit of a course and receive feedback and advice, to attend a department or faculty meeting, and to participate in a faculty development activity.

Often students are encouraged to prepare professional portfolios documenting achievements in teaching, research, and academic citizenship that are useful in the job search.

Typically students receive assistance preparing a resumé, writing an application letter, and doing mock interviewing.

Graduate students tend to be enthusiastic about these opportunities because they learn about the profession they seek to enter, they learn important skills in finding a job and are able to start a new position with greater competence and confidence.

BEST COPY AVAILABLE

choosing an academic career, b) prepare future faculty members to secure positions in the kinds of institutions where they want to work, and c) help their students develop the skills and capacities they need to survive the first few years of an academic appointment and to meet expectations and tenure requirements at different types of institutions.

A review of the literature and of academic practices regarding graduate students and new faculty suggests five areas that need attention: teaching, research, academic life, job search, and academic options.

1. Teaching

Teaching is the responsibility that demands the most immediate attention and consumes the most time and energy of new faculty (Boice 1992). Hiring institutions desire that applicants be "teaching ready" (Benassi 1999). Yet, the teaching preparation of graduate students is quite varied. Some graduate students have no teaching experience; others have served as a teaching assistant in a couple of different courses; some have taught labs or discussion sections; others have taught a single course; and a few have independently taught several courses. That only a few graduate students have broad experience with teaching suggests that graduate programs are not adequately addressing a major component of faculty work. A national survey of newly hired faculty and their chairpersons agreed that graduate programs did not adequately focus on preparation for college teaching (Seidel, Benassi, and Richards 1998). It is no surprise that the preparation for teaching is inadequate given that graduate students in a recent longitudinal study reported they receive mixed messages regarding the importance of teaching (Austin 2002).

Most new faculty report that they are uneasy with the number of new class preparations and the variety of courses that they are required to teach during their first few years (Boice 1992). Regardless of the type of institution, required liberal and general education courses make up some portion of the curriculum. It follows that most faculty are expected to teach in the general education curriculum that is directed at undergraduates in all disciplines and at varying levels of time to degree. This expectation often comes as a surprise to junior faculty who have just spent several years focused on a narrow niche within one discipline.

In order to best serve the liberal and general curriculum, junior faculty must understand its philosophical importance to the notion of the educated person. In addition, recent curricular changes in undergraduate education include emphasis on multicultural, international, interdisciplinary, and service learning. New faculty may find that they are expected to develop, as part of the general education curriculum, courses that focus on these *curricular developments*. As an essential component of their courses, they may also be asked to teach writing or integrate the use of computers. Yet, these issues and aspects of teaching are usually ignored in graduate programs.

Most colleges and universities have increased the emphasis placed on the quality of teaching. One result is that well-structured lectures alone no longer meet the criteria for excellent teaching. Faculty are expected to utilize creative techniques that effectively engage students and support learning. Schools expect faculty to embrace new pedagogies including the use of technology, collaborative learning, simulations, and field experiences. Because students come from a variety of backgrounds, demonstrate various levels of motivation and diverse learning styles, and exhibit a wide assortment of career goals, faculty are expected to address their multiple needs, without sacrificing academic rigor. Regardless of the size of the institution or whether its student body includes graduate students as well as undergraduates, teaching often includes the supervision of practicums, internships, independent studies, and theses. Doctoral graduate students, however, are rarely given the opportunity to fine-tune their teaching skills or to mentor students in non-classroom endeavors.

Advising is often part of faculty members' teaching responsibilities. At many small institutions, this responsibility is not limited to advice about how to complete a major. Faculty are expected to have an "open door policy," that is, to be available to students on a regular basis and to welcome students seeking consultation on issues ranging from class material to graduate school to home life. Many new faculty are ill at ease with advising students about personal issues, and they struggle with the dilemma of how to limit their time with students so close to their own age who seek extended time with them. Even for seasoned teachers, teaching and advising expectations can be a heavy load demanding extraordinary effort from new faculty who have only a small foundation of experience on which to draw.

Recommendations to Graduate Faculty

Graduate programs must provide their doctoral students with a variety of teaching experiences and successively more independent teaching in order to prepare them for academic careers. These experiences should begin during the first year of graduate school and continue throughout graduate study.

Students need to be introduced to new pedagogies, becoming involved with and knowledgeable about such areas as active learning, field-based learning, diversity, and technology.

Students need more than just the experience of teaching classes. New teachers also should receive constructive feedback about their performance and participate in group discussions about creative teaching possibilities, problem solving, and advising.

The model used for training graduate students in research could be followed in similarly building graduate students' competence and confidence in teaching and working with students. As a first step, departments or graduate schools could offer seminars on teaching. Later experiences might include supervised teaching, team teaching, summer school teaching, and teaching fellowships, after the more typical experience of teaching assistantships and leading lab or discussion sections.

Faculty identified as outstanding teachers could also mentor individual or small groups of students as part of their teaching load. One particularly underutilized source of expertise in this area is faculty members in other geographically accessible institutions, particularly those who are recognized as successful teachers and who use innovative and engaging approaches to teaching and learning. Many such faculty members do not have the opportunity to work with advanced doctoral students and would welcome the opportunity, if approached in a sensitive way.

2. Research

Although the specific criteria for research vary at different institutions, active scholarship is considered essential to the success of all faculty. Research expectations usually follow from the mission of an institution. At a minimum, institutions require that faculty stay informed about developments in their field. At the other extreme, research expectations are defined by qualitative and quantitative criteria, and publication and grant success define the path to prestige, salary increases, and tenure. Some institutions have expanded their definition of research following the publication of *Scholarship Reconsidered* (Boyer 1990) to include, in addition to the scholarship of discovery, the scholarship of integration, application, and teaching. Today, urban institutions often value practical and applied research that assists their communities, while liberal arts colleges often support interdisciplinary as well as more traditional disciplinary research.

Regardless of the type of institution, faculty are expected to develop a research program that fits with current practice based on the institution's mission. For most new faculty this means that research plays a different role in their academic life than it played at the research university where they earned their doctorate. They often must disperse their research activities around the primary task of teaching. Since resources are likely to be limited, new faculty may not be able to continue their doctoral line of research. The collaborative research process that seemed so natural in their graduate program may not exist in their new position because they may be the only one in their institution pursuing their particular research area. New faculty may not have graduate research assistants. Many campuses now emphasize undergraduate research, and they may need to learn to include undergraduates in their research. Where do graduate students learn about modifications that will be necessary when they become faculty members at different kinds of institutions?

Recommendations to Graduate Faculty

Graduate faculty must understand that their students' time and energy in graduate school have been devoted to a task that may not have the same primacy in many new faculty positions. Faculty need to become familiar with the conditions surrounding research activities at different types of institutions. For example, unless graduate students have been hired at a research university, they will not have the same resources available to accomplish their research. Space, money, and assistance may be scarce at their new institution. As new faculty, they may need to consider alternative methods or alternative lines of research.

BEST COPY AVAILABLE

Faculty should assist their students in preparing for an environment that expects research to be accomplished at the same time that other responsibilities exert more immediate demands (e.g., graduate students could develop projects in their research area that do not require many resources).

Graduate students need an introduction to the growing practice of incorporating undergraduates into their research projects.

Just as new faculty benefit from having previously taught a variety of courses in different settings, they benefit from conducting research under different conditions while still in graduate school. Graduate faculty should consider these needs as they mentor students in developing a research program.

Faculty from a variety of institutions can serve as a valuable resource to doctoral programs by sharing information about the different kinds of research activities at institutions where this responsibility is not the primary focus of faculty.

3. Academic Life

New faculty members must learn and adjust to the unique "academic life" of their institutions. This life is defined by the particular emphasis and expectations that each institution has for teaching, research, and service, in the context of the institution's overall mission. In the current climate of decreased funding for higher education, downsizing the number of full-time faculty, increased workloads, and reduced availability of funds for research, new faculty consistently report being overwhelmed by the variety of demands placed on them and surprised by the lack of collegiality at their institutions. Junior faculty members have vividly described their difficulties in adjusting to the "freedom to work all the time" and to the "professional alienation" they have experienced in their tenure track positions (Boice 1992, Newman 1999, Olsen 1993, Tierney 1997, Tierney and Bensimon 1996). In contrast to the focus on research in graduate school, teaching and work with students often consume most of the new faculty members' time. They typically have little energy or time left to establish their research programs. Although teaching, research, and service are listed as the criteria for tenure, the specific standards and weighting of them seem unclear to new faculty. Moreover, new faculty have constant fear that whatever they accomplish will not be enough to earn tenure.

New faculty consistently report being overwhelmed by the variety of demands placed on them.

In addition, many new doctorate recipients today are hired in positions that did not exist when their graduate mentors were junior faculty. During the 1990s, the majority of appointments to full-time faculty positions involved jobs that were not on the tenure track (Finkelstein and Schuster 2001). Although some of these appointments mimic the expectations of tenure-track appointments, many of these positions focus on teaching rather than the traditional triad of teaching, research, and service.

BEST COPY AVAILABLE

What Do Graduate Students Say About the Benefits of PFF programs?

Obviously, graduate students say a great many things about their PFF programs, but in one matter they are virtually unanimous. In surveys of 357 doctoral students, conducted in 1995 and 1996, 99 percent of them said they would recommend their PFF programs to others. In a survey of 100 doctoral students in the sciences and mathematics at thirteen universities in 2001, all said they would recommend their PFF program to others, as did forty-one of forty-two graduate faculty.

Some comments of graduate students:

> "My experience with the PFF project has been one of the highlights—if not the highlight of my doctoral study." (English student)
>
> "I feel that I am gaining twenty steps on some of my departmental colleagues who are not benefiting from this program." (history student)
>
> "PFF was one of the best parts of my doctoral education." (chemistry student)
>
> "PFF made me rethink my own personal niche—the precise balance that I wanted in my career between teaching and research." (mathematics student)
>
> "I liked interacting with the faculty (at a small liberal arts college). . . What I particularly liked was the candor of the faculty I spoke to; they all seemed to be genuine and honest, which I really appreciated. They told me how to present my strengths on my vita, the different aspects of faculty life, and how to interact with students." (sociology student)

Certainly these sentiments are not shared by every PFF student, but they are far more common than not.

Faculty work has long included responsibility for some aspects of governance of the institution, usually in the form of a faculty senate and associated committees. Committee service is usually required of all faculty, although new faculty may be spared assignments in their first semester or year. Time commitments for committee work may range from minimal to several hours a week; some committees are neutral, while others are politically powerful.

Most graduate students are aware of departmental politics, but they are unfamiliar with faculty decisions by powerful committees that may affect areas as diverse as curriculum, personnel, and budgets. New faculty must expand their outlook from the focused environment of graduate study to encompass the faculty role in issues such as broader curriculum revision, working conditions, and distribution of financial and physical resources. Such faculty decisions typically involve political land mines that new faculty may want to avoid. Committee work will be one way colleagues outside their department can get to know them as well as a way of establishing their presence on the broader campus.

Since service seems to count little toward positive performance reviews, new faculty are unsure about how to judge the importance of multiple requests for service that are usually made by senior faculty and administrators. Faculty of color are espe-

BEST COPY AVAILABLE

cially vulnerable to such requests, given their additional responsibilities of serving as role models for minority students and as institutional representatives for issues related to race or ethnicity. Similar "extra" expectations occur for new female faculty in disciplines that are non-traditional for women. They also often find themselves carrying extra service commitments in part because of stereotypes about their "innate" abilities to counsel students and organize departmental social events. Likewise, at smaller institutions faculty are expected to participate in community events that frequently occur at night or on weekends. They are sometimes surprised both by the impact their institution's mission has on the overall curriculum and by the assumption that they will support the mission in their teaching and research, a task many feel unprepared to do. The variety of demands requires the ability to balance them in ways seldom anticipated when they were in graduate school.

Recommendations to Graduate Faculty

Doctoral training currently focuses almost exclusively on building competence in an academic discipline and the research skills necessary to make significant contributions to the field. This singular focus does not match the career goals of most students who plan to seek academic positions nor the real situation they find at hiring institutions.

Faculty work has long included responsibility for some aspects of governance.

Graduate faculty and administrators have an obligation to learn about the reality of academic life in different types of positions at a variety of institutions. Knowledge about the multiple responsibilities of new faculty would enable graduate faculty to design programs that provide additional experiences relevant to the responsibilities their graduate students will face as new faculty. For example, graduate students should be involved in discussions about the benefits and potential pitfalls of participation in faculty governance, the implications of a term position for their career, the potential impact of joining a department as the only female or person of color, etc.

Currently, all graduate students have a research mentor; they may need additional mentors to learn about the various other aspects of academic life. Faculty from a variety of institutions (including research universities) could serve as consultants to graduate programs, presenting sessions on academic life and expectations of faculty at their institutions. Graduate students could "shadow" these faculty at their home institutions for several hours, for a day or even a week, experiencing first hand the myriad responsibilities faced by faculty in non-doctorate awarding institutions.

Optimally, graduate students would visit more than one type of institution so that they could see differences and similarities across campuses.

4. Job Search

Many new Ph.D.s are unprepared for the academic job search process (Heiberger and Vick 1996). In their recent survey of Ph.D.s ten to thirteen years

after gaining the degree, Cerney and Nerad (Pollak 1999) found large numbers of them criticized the information they received from faculty members about career planning or the job search. While new doctorate recipients are knowledgeable and confident about their discipline and highly skilled as researchers, great anxiety is associated with the job search.

Because a single position announcement can elicit hundreds of applications, it is critical that graduate students become savvy about how best to match their skills and interests to potential jobs and thus make wise decisions about where to apply. They must also learn how best to present their credentials in order to stand out among a large number of qualified applicants. Too often the files of qualified applicants are not considered because their cover letter is too general or is better suited to a different type of institution. During interviews, applicants must be prepared to evaluate an institution and potential colleagues as well as to be evaluated themselves. Applicants should assess the fit between their skills, interests, and goals, the institution's mission, and the department's focus. In addition, new faculty too often realize after they are hired that they should have negotiated more effectively for such things as salary and resources including travel money, research support, computer equipment, and office and lab space. These resources can be critical to success in their first academic position.

Too many graduate faculty belittle academic positions that are not at major research institutions, even though research universities have provided employment to a very small percentage (for example, 5 to 10 percent from one highly ranked university) of new Ph.D.s over the last decade. At the same time, graduate faculty often have little knowledge of, or interest in the faculty responsibilities at institutions where most jobs are found.

Recommendations to Graduate Faculty

Faculty in graduate programs have a responsibility to assess the employment patterns of their graduates and to evaluate their program's success at preparing their students for the search process. They should annually survey students who have recently completed job searches with the goal of identifying deficits in their knowledge about and preparation for searches. Such information could guide departments in designing revisions or additions to their curriculum. For example, departments may decide to assist students in preparing to teach a sample class in addition to making a research presentation as part of the campus interview process.

On an individual basis, graduate faculty should be aware of the importance of writing letters of recommendation geared to the specific position and the nature of the hiring institution.

Faculty should advise students that their application cover letters be similarly relevant to the position and institution.

Graduate programs may need assistance in preparing their doctoral students for successful job searches since their own faculty's experience typically has been at large research universities.

BEST COPY AVAILABLE

Junior and senior faculty from various types of institutions could develop a program that presents information about the search process from a variety of perspectives and thus better prepares new doctorate recipients for the rigors of their first job search.

5. Academic Options

Today, fewer available faculty positions are tenure track than in past decades. Many new Ph.D.s are offered part-time or temporary full-time work for their first academic appointment (Finkelstein, Seal, and Schuster 1998; Schuster1995). These positions are likely to emphasize teaching and to carry few, if any, research expectations. Furthermore, they may require that the faculty member teach only introductory courses, multiple sections of the same course, or remedial courses. .

The option of temporary or part-time faculty status raises significant questions that graduate faculty may need to help their students sort through. For example, should a new Ph.D.accept an offer only if it is tenure track? Is it preferable to

What Do New Faculty Members Say About the Benefits of PFF Programs?

Although PFF programs have been thoroughly assessed, it has not been until recently that there have been enough doctoral students completing a PFF program, finishing requirements for a Ph.D, securing an academic position, and gaining enough experience to assess the value of PFF in their early career. That is changing, and Leigh DeNeef, associate dean of the graduate school at Duke University, was commissioned to survey a sample of PFF alumni and conduct follow-up telephone calls with several (in Leigh DeNeef, *Preparing Future Faculty: What Difference Does It Make?* Washington, DC: Association of American Colleges and Universities, 2002). Here are some of his findings:

- PFF changed the nature of the graduate experience. Specifically, individuals reported that it created a sense of intellectual community that had been missing, legitimated conversations about teaching, gave a broader view of the diversity of institutions, and gave them more sophistication about navigating academic organizations.
- PFF helped students successfully negotiate the job market. In particular, PFF alumni believed that they knew more about the academic scene and the variety of institutions than their competitors. They also believed that they knew better how to present themselves as professionals who could "fit" in different institutional environments.
- PFF prepared alumni for the early stages of their careers. For example, because they had had some meaningful teaching experience and had acquired a "basket of tools," they were less stressed than their colleagues with their teaching responsibilities. One surprising finding was that these new faculty were asked by their cohorts for advice and several served as a *de facto* mentor to their new colleagues.

Obviously, more research needs to be done on conditions that produce most and least benefits, on which kinds of students benefit the most and least, and on what the long term impact is on academic careers. But the early results are promising and confirm the several recommendations in this essay.

BEST COPY AVAILABLE

take a post-doctoral fellowship over a temporary faculty position? (A post-doc will build the research skills and one's resumé, but will ignore the acquisition of other skills required in a faculty role. In this sense, a post-doc continues the research focus of graduate school, thereby perpetuating the narrowness of graduate training.) Will a temporary, full-time job or even a series of temporary jobs imply that a new doctorate recipient is deficient in some way when s/he later applies for tenure-track positions? Will part-time teaching bolster an application for tenure-track positions in the future, particularly if the applicant gained little or no teaching experience in graduate school? Or, is part-time teaching the beginning of an endless cycle of part-time, temporary positions? Graduate students need to consider the long-term implications and consequences of their decisions and would benefit from the advice of those who know and understand the academy.

Approximately one-half of the enrollments in postsecondary institutions are in two-year colleges, with 20 percent of the current faculty at these institutions having earned the doctorate. Currently, numerous faculty vacancies exist at community colleges. If the job market for academic positions at four-year colleges and universities remains extremely competitive, and if attitudes toward teaching at community colleges improve, more Ph.D.s may seek employment at community colleges. Yet, the typical doctoral program does not prepare its students to teach at these institutions.

At community colleges the student body is more diverse than that at the typical four-year college or university. Compared to other types of institutions, the teaching load is heavier, but research is usually not required. Essential criteria for an academic career at a community college include evidence of effective teaching, ability to relate to students, interpersonal skills, communication skills, proficiency in the use of technology, and a degree in the discipline one is teaching (Higgins, Hawthorne, Cape, and Bell 1994; Law 1994). Except for the degree, current doctoral programs do not usually emphasize these characteristics. Often, graduate faculty view employment at a community college as a failure on the part of their students, even when a graduate student's primary interest is in teaching in this setting. Given the number of job opportunities available at community colleges, graduate programs may be limiting their students' career choices in academe if these are not considered as possibilities.

Further, opportunities are growing in alternative educational settings: for instructors in electronic universities, virtual programs, and distance learning providers, some at traditional institutions and others non-traditional. Corporate universities provide a large and growing market for education and training. Continuing education programs in both non-profit and for-profit sectors are expanding at a rapid rate. In short, the range of options that are available to graduate students interested in a career in postsecondary education is large and expanding, and many of them would appreciate knowing about these alternatives.

Recommendations to Graduate Faculty

Faculty in doctoral programs should explore the various career opportunities available for their students, and they should educate themselves about the realities of the current academic job market in their field. Recent graduates may be an excellent resource for this information.

Graduate faculty should consider multiple types of academic careers when mentoring their students, and graduate programs should provide students alternative experiences related to their long-term goals.

If programs offered more preparation in teaching, opportunities to gain expertise in the use of technology as an educational tool in their field, and education about diverse student needs and learning styles, their graduates would be better prepared to meet the faculty expectations at many institutions.

In addition, graduate faculty should be prepared to assist students in considering the pros and cons of accepting part-time or temporary positions. They might help students develop alternative career plans depending on the type of job they find immediately after graduate school.

Information about alternative educational careers in community colleges, virtual universities, corporate universities, and continuing education programs should also be available to graduate students.

Summary

Although the roles and responsibilities in colleges and universities have significantly changed over the last two decades, graduate faculty and administrators have yet to embrace the reality that the present job market demands skills and experiences of new Ph.D.s that were not required twenty years ago. Graduate faculty need to be aware that to succeed, the next generation of faculty needs more than research skills and an in-depth knowledge about a narrow specialty in their field. The attitudes and goals of graduate faculty members are particularly important, since they are the mentors and advocates for the pool of future faculty. Graduate faculty, of course, are tied to a reward structure that reinforces research productivity above all other responsibilities that faculty assume at other institutions. Changes to graduate curricula will require that institutions revise and broaden their current expectations of graduate faculty from the sole focus on research productivity. The reward structure that influences the responsibilities of graduate faculty should recognize not only the contributions of a faculty's research but also their responsiveness to the career preparation needs of future faculty who are their graduate students.

Graduate programs should expand graduate study from the current singular focus on research to address the multiple responsibilities new faculty are likely to face.

Graduate programs should expand graduate study from the current singular focus on research to address the multiple responsibilities new faculty are likely to

BEST COPY AVAILABLE

face. The structure of graduate programs could be modified to include several tracks, each equally valued and supported, that prepare students for different career paths and provide internships in business, government, or non-profit organizations. In adopting these recommendations, graduate faculty members will need to form new collaborations with faculty members in different kinds of colleges and universities and with professionals in other organizations.

This essay suggests several areas of doctoral education that need immediate attention in order that universities prepare their graduate students for successful careers in academia.

- Graduate training has not yet recognized the importance of *teaching* in the triumvirate of teaching, research, and service responsibilities. In response to this fact, graduate programs should provide a variety of teaching experiences for doctoral students beginning with the first semester and extending throughout students' training.
- *Research* remains an essential aspect of faculty work, and new Ph.D.s emerge from their graduate work highly trained in this area. Graduate programs, however, must help students to develop research programs that will meet the expectations and resources of diverse institutions.
- New faculty must negotiate their way through the maze of written and unwritten expectations that govern the unique *academic life* of hiring institutions. Graduate programs have a responsibility to educate students about the reality of expectations at a variety of institutions.
- While a successful *job search* is a goal common to all graduate students, they report feeling unprepared for this process because graduate faculty are often not well versed about the search process at hiring institutions other than research universities. Faculty who teach in graduate programs should assess their previous graduates' employment patterns and enlist the aid of alumni and faculty employed at other types of institutions to develop programs that address the needs of students entering the current academic job market.
- *Academic options* have expanded to include non-tenure track positions, teaching in community colleges, and electronic and corporate universities. Preparation for academic careers should recognize these forms of employment and provide alternative experiences for students interested in pursuing non-traditional academic opportunities. Graduate faculty should learn how best to mentor students for success in differing types of academic positions.

Although the recommendations noted throughout this essay may seem impossible, Preparing Future Faculty programs (PFF), funded by The Pew Charitable Trusts, the National Science Foundation, and The Atlantic Philanthropies have been experimenting with these ideas and recommended practices since 1994. They have discovered that acting on these recommendations is practical, not complicated or

costly, and that the recommended practices do work. Research universities should maintain primary responsibility for the education of graduate students, but other institutions can make valuable contributions through consulting and mentoring activities. PFF has created partnerships composed of forty-three graduate universities, each clustered with several other partner campuses. The 294 institutions collectively involved in these clusters offer multiple models of departmentally based and university-wide programs as well as cooperative programs among all types of institutions (research institutions, liberal arts colleges, comprehensive universities, historically black institutions, single-gender institutions, community colleges, public and private, etc.). PFF's diverse programs have been successful in addressing concerns about the preparation of doctoral students for academic positions, and graduate students are overwhelmingly enthusiastic about their experiences with PFF (Bogle, Blondin, and Miller 1997). No one model will work for all graduate universities, but for the advantage of their students, graduate programs must respond to their career goals and needs by exploring practices that better prepare them for one of the common career paths of Ph.D. recipients.

Note

[1]This work was supported by the Preparing Future Faculty (PFF) program, which is jointly sponsored by the Association of American Colleges and Universities and the Council of Graduate Schools, and has been funded since 1993 with a series of grants by The Pew Charitable Trusts, the National Science Foundation, and The Atlantic Philanthropies. PFF resulted from the recognition by these professional groups of the need to revise graduate training to better prepare graduate students for the expectations they will face in faculty positions. The project currently involves a total of 294 schools, including research universities, liberal arts colleges, comprehensive universities, historically black institutions, community colleges, and single gender schools working in clusters with doctoral granting institutions. Many of the recom mendations proposed in this document have been piloted and adopted by the schools involved in PFF.

Works Cited

Austin, A.E. 2002. Preparing the next generation: Graduate school as socialization to the academic career. *The Journal of Higher Education*, 73, 94-122.

Benassi, V.A. 1999. Personal communication.

Bogel, E.E., J.A. Blondin, and J.L. Miller.1997. *A memo to graduate students: Preparing to be the faculty of the future.* (Preparing Future Faculty Occasional Paper, Number 5) Washington, DC: Association of American Colleges and Universities.

Boice, R.1992. *The new faculty member: Supporting and fostering professional development.* San Francisco: Jossey-Bass.

Boyer, E. L. 1990. *Scholarship reconsidered: Priorities of the professoriate.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Finkelstein, M., R.K. Seal, and J.H. Schuster.1998. *The new academic generation: A profession in transformation.* Baltimore: The Johns Hopkins University Press.

Finkelstein, M. and J.H.Schuster. 2001. Assessing the silent revolution: How changing demographics are reshaping the academic profession. *AAHE Bulletin*, October, 3-7.

Henderson, P.H., J.E.Clarke, and M.A.Reynolds. 1996. *Summary report 1995: Doctorate recipients from United States universities.* Washington, DC: National Academy Press.

Henderson, P.H., J.E. Clarke, and C.Woods. 1998. *Summary report 1996: Doctorate recipients from United States universities.* Washington, DC: National Academy Press.

Heiberger, M.M. and J.M.Vick. 1996. *The academic search handbook.* Philadelphia: University of Pennsylvania Press.

Higgins, C.S., E.M. Hawthorne, J.A Cape, and L. Bell. 1994. The successful community college instructor: A profile for recruitment. *Community College Review*, 21, 27-36.

Law, B. 1994. Hiring the right next generation of faculty. *Leadership Abstracts*, 7, 3-4.

Newman, K. 1999. Nice work if we can keep it: Confessions of a junior professor. *Academe*, 85, 8-33.

Olsen, D. 1993. Work satisfaction and stress in the first and third year of academic appointment. *Journal of Higher Education*, 64, 453-471.

Olsen, D. and L. Crawford. 1998. A five-year study of junior faculty expectations about their work. *Review of Higher Education*, 22, 39-54.

Pollak, Michael. 1999. Ph.D.s fault universities' roles in helping them to find work. *New York Times*, September 15, 148, B10.

Rice, R.E. 1996. Rethinking faculty careers: Heeding new voices. *Educational Record*, 76, 25-26.

Sanderson, A. and B. Dugoni. 1999. *Summary report 1997: Doctorate recipients from United States universities.* Chicago: National Opinion Research Center.

Schuster, J.H. 1995. Whither the faculty? The changing academic labor market. *Educational Record*, 76, 28-33.

Seidel, L.F., V.A.Benassi, and H.J.Richards. 1999. College teaching as a professional field of study: The New Hampshire model. Unpublished manuscript.

Sorcinelli, M.D. 1992. New and junior faculty stress: Research and responses. In Sorcinelli,M.D., and A.E.Austin, eds. *Developing new and junior faculty.* New Directions for Teaching and Learning, 50. San Francisco: Jossey-Bass, 27-37.

Tierney, W.G. 1997. Organizational socialization in higher education. *Journal of Higher Education.* 68, 1-16.

Tierney, W.G. and E.M.Bensimon. 1996. *Promotion and tenure: Community and socialization in academe.* Albany, NY: State University of New York Press.

Whitt, E.J. 1991. "Hit the ground running": Experiences of new faculty in a school of education. *The Review of Higher Education*, 14, 177-197.

AAC&U Statement on Liberal Learning

A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education is substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to all forms of higher education and to all students.

Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

The ability to think, to learn, and to express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society's best investment in our shared future.

Adopted by the Board of Directors of the Association of American Colleges & Universities, October 1998.

AAC&U encourages distribution, so long as attribution is given.

Please address general inquiries to info@aacu.nw.dc.us.

AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. Since its founding in 1915, AAC&U's membership has grown to more than 740 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

For additional information about AAC&U programs and publications, visit www.aacu-edu.org.

BEST COPY AVAILABLE

The Council of Graduate Schools is dedicated to the improvement and advancement of graduate education. Its members are colleges and universities engaged in research, scholarship, and the preparation of candidates for advanced degrees.

Association of American Colleges and Universities

The Association of American Colleges & Universities is devoted to advancing and strengthening liberal learning for all students. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning to reinforce a collective commitment to liberal education to help individual institutions keep the quality of student learning at the core of their work.

Preparing Future Faculty

PFF Staff and Contact Information

Jerry Gaff, Co-Director
Senior Scholar, AAC&U
gaff@aacu.nw.dc.us

Anne Pruitt-Logan, Co-Director
Scholar in Residence, CGS
apruitt@cgs.nche.org

Preparing Future Faculty National Office
1818 R Street, N.W. • Washington, D.C. 20009-1604
(202) 387-3760 • (202) 265-9532 fax
pff@aacu.nw.dc.us

How to learn more about the PFF Program?

The PFF national office maintains a vast collection of materials from the participating campuses as well as from the higher education literature. In addition to PFF occasional papers published by AAC&U and CGS, the resources include speeches and reports, sample syllabi and seminar outlines, and much more.

The national staff also manages an electronic mailing list, PFFNET, which is available to anyone interested in the program.

Information about all these resources and papers is available on the PFF website <www.preparing-faculty.org>

COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").